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ABSTRACT

This document defines terms related to outdoor recreation: (1) outdoor recreation includes activities that occur outdoors in an urban and man-made environment as well as those activities traditionally associated with the natural environment; (2) outdoor education is education in, about, and for the outdoors; (3) environmental education is an integrated process that deals with man's interrelationship with his natural and man-made surroundings; (4) wilderness education is learning to use the wilderness with so little disturbance that the signs of our passing will be healed by the seasonal rejuvenation of nature; (5) experiential education is often used synonymously with adventure education or outdoor pursuits; (6) outdoor pursuits are those activities that entail moving across natural land and/or water resources by non-mechanized means of travel; (7) adventure education is outdoor pursuits that apply stress to or challenge the participants purposefully; (8) wilderness recreation and pursuits are activities that involve the use and appreciation of natural resources and that rely on values of wildness for fulfillment of its purposes; (9) tourism is the interaction of business suppliers, host governments, and host communities in the process of attracting and hosting tourists and other visitors; and (10) commercial recreation is the wholesaling and retailing of leisure experiences and products. (KS)

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# DEFINITIONS OF OUTDOOR RECREATION AND OTHER ASSOCIATED TERMINOLOGY

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By

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## Outdoor Recreation

The definition used by the Outdoor Recreation Resources Review Commission (ORRRC) in 1962 was as follows:

> "Outdoor recreation" is not defined by statute, legislative history, or administrative regulation. The Nationwide Plan, therefore, interprets the term broadly. For the purposes of the Nationwide Plan, outdoor recreation includes these activities that occur outdoors in an urban and man-made environment as well as those activities traditionally associated with the natural environment. With the advent of indoor-outdoor facilities, such as convertible skating rinks and swimming pools, an additional dimension has been added to the complex of areas and facilities encompassed in the term outdoor recreation. (Ford and Blanchard, 1985, p. 2)

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This broad definition is wider than some outdoor recreators can accept, although looking at the content of the more recent *President's Commission On Americans Outdoors* (1986), the same definition was used. Carlson (1960) suggested a definition that is more acceptable to some but is more limiting: "Outdoor recreation is any enjoyable leisure-time activity pursued outdoors or indoors involving knowledge, use, or appreciation of natural resources," (Ford and Blanchard, 1985, p.2).

However, this excludes such recreation as skiing and golf which requires modifying the natural landscape. Therefore, this definition is too narrow a definition to use in discussing the integration of commercial, public, and non-profit partnerships. A simple definition by Knudson (1984), "Outdoor recreation is commonly referred to in terms of activities of a recreational nature conducted in the open air" (p. 23), leads to the problem of defining the term recreation. Recreation is derived from the Latin word *recreare,* which means to create anew, to become refreshed and invigorated--the act of recreating or rebirth (Jenson, 1985). Jenson gives some typical phrases used to explain recreation:

1. The pleasurable and constructive use of leisure time.
2. Activity that rests one from work, often by providing a change or diversion.
3. Activities in which we engage because of inner desire and not because of outer compulsion.



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## 4 DEFINITIONS

> Some common elements among the several definitions distinguish the term *recreation*: (a) voluntary participation, (b) leisure time, (c) enjoyment and satisfaction, and (d) positive results for the individual. Recreation is not simply an activity. It is a personal response and a psychological reaction. ( p. 6)

Knudson (1984) classifies a wide variety of activities under the heading of outdoor recreation:

*Traveling activities*
- Walking and hiking
- Biking
- Horseback riding
- Driving for pleasure
- Sailing
- Canoeing
- Boating
- Water skiing
- Snowskiing

*Social activities*
- Games and sports
- Camping
- Picnicking
- Swimming

*Esthetic/artistic activities*
- Photography
- Sightseeing
- Painting and crafts
- Nature study

*High adventure*
- Survival trips
- Backpacking
- Mountaineering
- Rapids running
- Certain levels of other activites

(p. 24)

*Survival replay*
- Fishing
- Hunting
- Camping
- Some games

There are many more definitions involving leisure, recreation, play, relaxation, with such concepts as time, state of mind, absence of work, etc. For the purpose of this study it is hoped that the above definitions satisfy the current usage and understanding of outdoor recreation for planning purposes.

Other terms used in describing different aspects of outdoor recreation are: outdoor education, environmental education, wilderness education, experiential education, adventure education, adventure activities, risk activities, outdoor pursuits, outdoor activities, wilderness pursuits, tourism, commercial recreation, and natural resburce management. A clarification of these terms is necessary to avoid confusion during discussion as some terms are used interchangeably, some are becoming outdated and some have different meanings internationally.

Outdoor Education

Outdoor education as defined in the USA usually is used in connection with the environment and nature study though is sometimes more broadly used to include outdoor pursuits activities such as sailing, climbing, kayaking etc. Ford (1981) uses the definition "Outdoor education is education in, about and for the outdoors" (p.12). Ford further elucidates the meaning of *For* to be:

> For *use* of the outdoors
>
> wise use for leisure pursuits
>
> wise use for economic purposes
>
> For *understanding* the outdoors
>
> understanding the relationships of natural resources to world survival
>
> understanding the importance of a sense of stewardship
>
> understanding our historical and cultural heritage (as read in the outdoors)
>
> understanding the aesthetics of the outdoors
>
> In summary, outdoor education may be viewed as a process, a place, a purpose, and/or a topic. (p. 13)

In the United Kingdom and Australia the term outdoor education is used more synonymously with outdoor pursuits or adventure education.

Environmental Education

Ford (1981) explains that environmental education is an expansion of outdoor education which is broader and all-inclusive to include urban as well as natural environments. Ford uses the definition from the Environmental Education Act of 1970 which states:

> Environmental education is an integrated process which deals with man's interrelationship with his natural and man-made surroundings, including the relation of population growth, pollution, resource allocation and depletion, conservation, technology, and urban and rural planning to the total human environment. Environmental education is a study of the factors influencing ecosystems, mental and physical growth, living and working conditions, decaying cities, and populations pressures. Environmental education is intended to promote among citizens the awareness and understanding of the environment, our relationship to it, and the concern and responsible action necessary to assure our survival and to improve the quality of life. (p. 14)

Wilderness Education

Wilderness education is "learning to use the wilderness with so little disturbance that the signs of our passing will be healed by the seasonal rejuvenation of nature." (Petzoldt, 1984, p. 263). Petzoldt suggested that more was needed than the passing of the 1964 Wilderness Act "Where the earth and its community of life are untrammeled by man, and where man can have solitude as a primitive and unconformed type of recreation" (p. 263). Neither were restricting visitor numbers or access to certain trails and camps. Petzoldt suggested that education was necessary for the conservation of the outdoors and assisted with the development of a curriculum designed to enable the safe (environmental and physical) use of the wilderness. This curriculum included: judgement, leadership, expedition behavior, environmental ethics, basic camping skills, rations, equipment, clothing, health and sanitation, travel techniques, navigation, weather, first aid and emergency procedures, natural and cutural history, specialized travel/adventure activities, group process and communication skills, trip planning, and evaluation (Petzoldt,1984).

Experiential Education

In his introduction to the *Theory of Experiential Education*, Kraft (1985) quoted E.F. Schumacher, a patron saint of the environmental and experiential education movements: "When the available 'spiritual' is not filled by some higher motivations then it will necessarily be filled by something lower--the small, mean, calculating attitude to life which is rationalized in the economic calculus." (p.1)

Kraft asks whether we have lowered our sights and begun to use only the economic calculus of which Schumacher speaks in deciding the direction for the future of experiential education instead of Kurt Hahn's commitments: service to one's neighbor, the cause of international peace, and the development of morally responsible men and women. He illustrates in his chapter, "Towards a Theory of Experiential Learning," the intricacies of the learn by doing philosophy through the ideas of Rousseau, Dewey, Plato, Aristotle, Mao Tse-Tung, Friere, Hahn, Piaget, Montessori, and others, but makes the statement that:

> Dewey would bridle at the extreme individualism of many of today's experiential educators, who appear to emphasize the individual, almost mystical experience, of the mountaintop, as opposed to the building of a more democratic society, one of Dewey's continuing themes. (p. 13)

The term experiential education is often used synonymously with adventure education or outdoor pursuits/activities in the USA in particular with Outward Bound type courses.

Outdoor Pursuits

The term outdoor pursuits is widely applied to those activities which entail moving across natural land and/or water resources by non-mechanized means of travel. This

includes hiking, backpacking, climbing (rock and snow), cross-country skiing, primitive camping (summer and winter), canoeing, rafting, caving, and snowshoeing (Ford and Blanchard, 1985). *Outdoor leadership* is the term usually used to refer to the leadership of outdoor pursuits. Currently the terms *hard* and *soft* skills of leadership are used to distinguish between the technical skills such as rope work, trip logistics, navigation, etc., (hard skills) and people skills, leadership styles, expedition behavior, group dynamics etc., (soft skills) (Phipps, 1986).

Adventure Education

Ford's and Blanchard's (1985) definition of adventure education or adventure activity are similar but slightly different from outdoor pursuits.

> Adventure activities would be those outdoor pursuits that, in addition to being based on the interrelationship of the human with natural environment, apply stress to or challenge the participants purposefully. Skill, tenacity, stamina, and courage are elements added to usual outdoor pursuits that cause them to be termed "adventure activities." (p. 5)

Ewert (1987) defined outdoor adventure as:

> . . .a self-initiated activity usually engaged in a natural setting, that contains elements of real or apparent danger (i.e., risk), in which the outcome, while often uncertain, can be influenced by the actions of the participant and circumstance. When adventure is used as a method of promoting the objectives of a particular program, the term *adventure-based programming* is employed. Likewise, if outdoor adventuring is a primary tool in an educational context, the term *outdoor adventure education* is often used. *Outdoor adventure recreation* implies using adventure as a means to achieve what are primarily recreational objectives. (p.149)

Ewert (1989) suggests that the deliberate inclusion of risk in a recreational or educational framework helps distinguish outdoor adventure pursuits from more traditional outdoor recreation and/or outdoor education activities. Another term used for outdoor adventure is "natural challenge." Mortlock (1983) divides the adventure experience into four stages:

> 1. *Play.* The person is working or playing considerably below normal abilities with minimal involvement. Fear of physical harm is absent.
>
> 2. *Adventure.* The person feels in control of the situation, but is using his experience and abilities to overcome a technical problem. Fear of physical harm is virtually absent, though he may be in a potentially dangerous or strange environment. The challenge is not set too low but neither is it too near personal limitations.

3. *Frontier Adventure.* The stage beyond and often just beyond stage 2. The person has fear of physical harm, or psychological stress and no longer feels master of the situation. With luck and considerable effort he can overcome the situation. There is a definite degree of uncertainty as to the outcome. He may have feelings of elation after the experience.

4. *Misadventure.* This is the final stage--out of control. In ultimate form the result is death. In between death and serious injury on one hand and frontier adventure on the other, there are varying degrees of both physical and psychological damage. It is possible to experience misadventure without physical injury and in mild cases the learning experience may be of value; however, fear can be of an extreme nature and where it leads to panic and terror it is unjustifiable in educational terms.

Wilderness Recreation/Pursuits

Miles (1988) states:

. . .we engage in outdoor activities during our leisure time which involves the use and appreciation of natural resources. Further, much of our activity relies in whole or part on values of wildness for fulfillment of its purposes. These values are naturalness, freedom from conventional restraint, primitiveness, solitude, and challenge. The activities are undertaken voluntarily for their own sake, and largely involve travel by non-mechanized means. The objectives of the activities may include personal growth and are thus educational, but the principal aims are to use leisure time for enjoyment and fulfillment. The line between education and recreation is indistinct. The principal vehicles of our experience are such activities as mountaineering, backpacking, river and sea canoeing and kayaking, river rafting, cross-country skiing, and sailing. Our activities generally propel us away from centers of human activity, but we cannot use our packs and boats to entirely escape the effects of human enterprise. (p. 1)

Tourism

Tourism can be defined as "The sum of the phenomena and relationships arising from the interaction of tourists, business suppliers, host governments, and host communities in the process of attracting and hosting these tourists and other visitors "(McIntosh and Goeldner, 1986, p.4). *Adventure travel* is an aspect of tourism,. Dickerman (1978) explains:

Adventure travel, it should be remembered, is for anyone with an adventurous and inquisitive spirit. It bears little resemblence to the deluxe tour. Depending upon the ruggedness of the expedition, you may have to put up with blistering sun or chilling cold. . . if you have never journeyed on treks powered by horse, mule, burro, paddle, pole, wind water or your own two feet. . . still you can safely venture on these expeditions in the wild. Outfitters and other services make it possible. (p. 7.)

*Eco-tourism* is closely aligned with adventure travel. The trend is based on people wanting to collect experiences rather than material goods. Eco-tourism defined by sally Ranney in *Tour and Travel News* is:

> ...value-added tourism, dedicated to preserving and financially supporting the environment while creating revenue by tapping the higher spending nature traveller. Eco-tourism is the concept that economic activities (eco-revenues) generated by nature attractions, natural systems, and wild creatures will stimulate protection of resources for the purpose of sustaining renewable nature travel dollars which might otherwise be developed or destroyed through improper management or short-term exploitive resource development.

Commercial Recreation

Commercial recreation/leisure services not only involve the creation of activities, programs, and facilities (the "leisure experience" itself), but also may involve the wholesaling and retailing of leisure experiences and products (Bullaro and Edginton, 1986).

Natural Resource Management and Recreation

Knudson (1984) notes that no more is the occasional hiker or the lone huntsman using the forest and the range. Today there are masses of people and without management, mass use preempts sustained use. A goal of the recreation resource manager in most agencies is to provide experiences on a sustained basis.

The U.S. Forest Service has used a classification that divides recreation participation into three catagories (Jensen, 1985):

> *Primitive* recreation involves (a) basic outdoor skills, (b) achievement of satisfying outdoor experiences without mechanized access by the user, (c) minimum controls and restrictions on the use of natural resources, and (d) a feeling of closeness to nature and isolation from civilization.
>
> *Intermediate* recreational pursuits include: (a) outdoor skills at a moderate level, (b) enough controls and restrictions to provide a sense of attachment and security while the participant still has an adequate amount of freedom, (c) a balance between being close to nature and experiencing social interchange, and (d) opportunities to participate in small groups and use skills such as rock climbing, organized backpacking, cross-country skiing, and canoeing.
>
> *Modern* recreational activities involve: (a) a feeling of being associated with nature but not close to it, (b) extensive opportunities to use outdoor skills in developed or supervised areas such as alpine skiing, picnicking, organized camping, and supervised waterfront activities, including waterskiing, boating, and swimming, (c) feelings of

security arising from controls, including waterskiing, boating, and swimming, supervision, and the presence of other people. (p. 8)

Values and Outdoor Recreation

Employee preparation is predicated on curriculum development and course design which are designed with specific goals and objectives. These goals and objectives in turn are predicated on the values of the culture, society, and the organization. Jensen (1985) suggests as values the following: challenge and adventure, cultural values, psychological values, physiological values, educational values and spiritual values. We should look carefully at the values on which we base our planning toward the year 2001.

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